DOCUMENT RESUME

ED 074 358 AC 014 303

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TITLE	Introductory Considerations Concerning Tutor Training. Committee for Out-of-School Education and Cultural Development. Outline Programmes, The Tutor.
INSTITUTION	Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.
PUB DATE	8 May 71
NOTE	52p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Educators; Educational Trends; *Teacher Education; Teaching Guides; *Training Objectives; *Training Techniques; Tutoring
IDENTIFIERS	Europe

ABSTRACT

A study was conducted to present an outline program for the training of tutors (adult educators). The present state of tutor training in Europe is considered. Major topics of discussion are: (1) Types of tutor training and general trends, (2) Main features of tutor training, (3) Aims and methods of tutor training. A total of 16 training units are given. These include: (1) Analysis of subject matter and teaching plan, (2) Reception of information and conditions of its communication, and (3) Learning situation and group. (CK)

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Strasbourg, 8 May 1971

CCC/EES (71) 29
Or. French

COMMITTEE FOR OUT-OF-SCHOOL EDUCATION
AND CULTURAL DEVELOPMENT

OUTLINE PROGRAMMES

THE TUTOR

Introductory considerations concerning
tutor training

by

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This short (1) study was commissioned by the Council of Europe.

It is part of a larger project, on adult education in Europe, and its particular purpose was to present an outline programme for the training of tutors, following an enquiry into the present state of such training in Europe.

As this was a rather ambitious goal, I will begin by defining the limits I have set.

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(1) Limited to 10,000 words.

There is not enough information available on the present state of tutor training in Europe to provide more than a very general picture: no exact figures can be given.

Any assessment of the future of this kind of training must be based on prior analysis of developments in adult education. Such a study is now being made by the Council of Europe, and an examination of the effects those developments will have upon tutor training must await its completion.

With regard to the outline programme, I have adopted the following approach:

Tutor training is still in its infancy, uncertain of its direction and all too often powerfully conditioned by educational tradition.

Rather than enumerate too readily what knowledge such training should involve, I have preferred to look first at the general aims, and then the main methodological features, of tutor training. These are prerequisites which will determine subsequent choices of course material and teaching strategy.

As regards the former, I have tried to draw up an organisational outline aiming at coherence rather than completeness.

I have adopted the term tutor to designate anyone concerned with the education of adults.

This is entirely arbitrary, as none of the terms now in use is satisfactory. I understand adult education or training to mean any systematic educational activity engaged in by adults.

Lastly, I have not grouped tutors into categories, although by so doing I could have described different types of training in terms of different kinds of tutor. This remains to be done, of course, with special reference to the new educational professions which will emerge in the course of the transformation that is to come in the entire educational system.

For the purposes of this study, however, I have decided to consider only the general aspects of the tutor's work.

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I. PRESENT STATE OF TUTOR TRAINING IN EUROPE

1. PRELIMINARY REMARKS:

1.1 These observations on the present state of tutor training in Europe are based on a summary survey carried out among the chief training establishments of which we have knowledge and on my personal acquaintance with some of them.

The value of my statements is accordingly very relative, particularly as I shall be forced to confine myself to such general considerations that the original features of some schemes and sometimes little-known innovations may be distorted.

The present state of tutor training in Europe is a direct reflection of the state of adult education itself and, at one remove, of the socio-economic conditions on which the latter depends. It is the coming transformations of these conditions which will inevitably settle the status, role and training of tutors in the next few years.

Countries differ, to be sure, but setting quantitative considerations aside, the differences are seen to be less than one might suppose; the same currents, however differently composed, are moving in every country.

1.2 Before attempting to divide tutor training into categories, it must first be observed that few tutors receive any specific training at all.

The chief causes for this, and probable future developments, are as follows:

- On the whole, very little professional status attaches to this work, for few people yet engage in adult education on a full-time basis and, of those who do, a large number are occupied with administrative problems.

  This situation is destined to change rapidly; it would be an error to suppose that adult education will develop at anything like the same rate as other types of education. In Europe, it will move abruptly, with little transition, from its present state of under-development to that of a highly developed profession.

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In France, for example, the vocational training agreements just concluded between the trade unions and management will alone necessitate an estimated 4,000 or more full-time tutors in the next three years, as well as 40,000 part-time tutors. But at the moment, facilities for training them are virtually non-existent.

- In the past, training standards have been fairly low. The growing numbers now pursuing adult education will bring about a considerable increase in its cost, however, and people will then ask whether the investment is paying off, that is to say whether the training being offered, of which one element is the tutor, is effective. Tutor training will have to satisfy increasingly high requirements.

- The need for special training is by no means obvious to all tutors.

  "Training" is still generally confused with "teaching"; so long as the tutor is competent in a particular academic subject the point of giving him special training is not readily seen.

- There are few opportunities for training. With a few rare exceptions, such as in England, universities have hitherto played little or no part in this field.

  Training has been, and still is, found mainly in adult education associations, which have nearly always led the way in the field of tutor training; but for want of resources, the opportunities even there are few, and restricted chiefly to members. The alternative is privately run schools, which are very expensive, especially when one considers the present status of most tutors.

The highly schematised portrait of tutor training presented hereafter obviously reflects this situation, and so cannot show the determination, prompted by increasing demand, of the great majority of adult education authorities today to expand such training and the corresponding theory and research very considerably.

The decade now beginning will see a rise in activity in these fields.

This growth will have its roots in today's situation, however, and impartial and constructive criticism of present practices may help to prevent the tutor training of the future from being imprisoned in the past.

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2. TYPES OF TUTOR TRAINING AND GENERAL TRENDS

The various training possibilites have been grouped under four headings:

2.1 Information sessions and seminars:

These consist chiefly of lectures or talks followed by discussion; they are often held during weekends. Subjects are general (the history and aims of adult education, the characteristics, and needs of adult audiences) or in the nature of recipes (how to lead discussions, how to approach adults, how to use teaching aids).

2.2 Training seminars:

These are often residential, seldom lasting more than a week or two at most, and often occupying a long weekend.

They may also take place during school holidays, and it is not uncommon for them to be held in a capital city or near a holiday centre, presumably in deference to tutors' motivations.

Topics discussed on these occasions vary widely, but are most often highly specific and unrelated: group dynamics, interviewing, conduct of meetings, programmed teaching, audio-visual media, analysis of needs, active teaching methods etc.

They may also be arranged by associations, in which case they may give a prominent place to exchanges of experience alternating with lecture-discussions on an extremely wide range of topics. Questions relating to the associations' politics are also discussed.

2.3 Tutor training courses:

- These are full-time courses lasting 6-12 weeks, providing "complete" training; the accent is still on theory, however. Those already engaged in adult education frequently attend these courses, which give them their first systematic training.

A variant is the sandwich course covering a relatively long period of time, with occasional recourse to self-teaching methods.

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It is my impression that these courses have reached very few people as yet, but are destined to expand greatly.

This is the type of training that will become widespread in the coming years; it forms a transition to longer-term tutor training.

2.4 Long-term full-time or sandwich courses:

This involves from one to two years of training. As yet there are very few such courses. Their chief characteristic is the recognition of adult education as a separate field requiring a distinct type of training. They are being developed in countries in which the number of adults receiving instruction is large enough to warrant full-time administrative and teaching staff.

In this instance training is at university or equivalent level and leads to a diploma.

We will look more closely at this type of training, by way of approach to a fuller definition of the two major trends now emerging in tutor training, and hence in adult education itself.

One type of training "turns out" adult educators, the other agents of change. In the two cases the nature and purpose of adult education - the type of system to be set up and the job of the tutor - are approached very differently.

2.5 The tutor as adult educator or tutor teacher:

The classroom or group being taught remains the focal point of this approach, and the overall aim is still the transmission of knowledge by a person qualified in a particular subject. Its object is academic rather than educational in the wider sense.

Here we are back in the familiar world of instruction, but adapted to an adult public.

Tutor training is hence limited in scope, concentrating on the communication of specific material in the clearest possible manner and offering suggestions on how to bring adults to "participate" in their education, if necessary.

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When much attention is given to theory in this training, as is the case in some departments of adult education in English universities, the real object is to extend knowledge rather than to train practitioners (1)

This type of training remains predominantly informative and theoretical; observation or practical exercises serve to illustrate theory, rather than directly to provide practical teaching skill although tutors may be able to benefit from them.

This is indeed a form of vocational training, but it tends to produce people qualified in research and theory relating to adult education and is only accessorily, in my opinion, a training of tutors.

2.6 The tutor as agent of change or tutor-trainer:

The second approach is based on these considerations:

261. Educational and cultural growth is often impeded by social structures in a particular situation, and the development of education depends on the evolution or transformation of those structures.

If the tutor cares about the results of his work, he must look at the various hindrances to education - some connected with the individual being trained and some with the individual's social background.

(1) "The object of the year's work is to enable students to extend their knowledge and understanding of the ideas fundamental to their particular areas of professional interest."

The tutor will then seek either to intervene in the social context in which he performs his educational work or else use that context for educational purposes.

Those working in community development schemes, socio-educational work, group training or institutional teaching projects also "intervene" in that, through a specific educational process, they influence the relationship between an individual and his social background.

This work demands complex preparation designed to equip the tutor to handle the problems of individual development in the context of social change.

262. The second consideration is that adult education is first and foremost the problem of adults, not of the teachers or educational apparatus.

It should therefore be the aim of any adult education scheme to assist the adult to assume and exercise this responsibility.

Tutors will not, in consequence, be chosen primarily for their knowledge and intellectual powers but for their ability to form human relationship, arouse interest, think critically and keep their efforts constantly under review.

They will be expected to facilitate learning by helping to remove the various impediments it encounters (mental, emotional, methodological, social, etc.).

A tutor-trainer working in this way will as far as possible be relieved of the task of transmitting information so that he can devote his time to furthering the comprehension and application of what is learned and, beyond that, the development of the individual. The emphasis in his training will be on method.

This approach is admittedly the less common of the two; it is more readily adopted in a context exempt from the structures of the traditional school, such as community development or socio-educational projects.

It is important to point out that national frontiers have absolutely nothing to do with this divergence in types of training; it is more a matter of the policies adopted, for various reasons, within each country.

Now let us look more closely at the general features of the tutor training provided in Europe today.

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3. MAIN FEATURES OF TUTOR TRAINING

3.1 Training and information

It is hard to speak of training in connection with most of the work done today.

That is because what is offered occurs chiefly through speech, and leaves tutors' practice unchanged. We find most of the features of instruction, punctuated by "discussions" which are often no more than disorganised exchanges having no directed educational purpose.

There is one major drawback in this approach; it gives students the illusion that they are being trained. They then return to their former methods and reproduce them unaltered. Only one thing is different: the way they talk about them.

3.2 Partial training

Training, to my way of thinking, means that the overall teaching policy pursued results in improved educational practice; that is, the tutors are directly involved in the production and exploitation of their knowledge.

The training provided now is nearly always partial. Tutors acquire a training in one isolated aspect of educational practice: in group work, say, or group dynamics, active methods, etc.

The results of such partial training may be several:

- If it is applied in a severely controlled setting, any innovation venturing too far from the accepted or imposed norms will be rejected. The setting is often the national educational system.

- In a more permissive framework, on the other hand:

  Previous practise remains unchanged as a whole, although it may be improved in one particular, often a technical one.

  The tutor ties out all that he has learned during training. He seeks to innovate. This often gives birth to experiments in non-directive methods for example - and these have a tendency to return very quickly to "normal".

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The limitations of mere training here appear very clearly. It is not enough to train the tutors: they must be able to apply what they have learned.

3.3 Tutor training and educational systems:

It is not enough for the training in itself to meet all the conditions necessary to make it effective: if it cannot carry over into practice, its fruits droop and die. This is true of any form of training.

The environment in which the tutor operates must accordingly enable him to apply his training. The more bureaucratic and centralised the system under which he works, the less innovation will it tolerate.

This explains why virtually all teaching innovations have come from marginal institutions or systems, e.g. Freinet's experiments.

One conclusion from this last observation is that tutor training has greater chances of effectiveness when given within the educational institution and with reference to its structure and operation. That is the aim of socio-educational intervention.

3.4 Tutor training and theory of adult education:

The elaboration of theory in relation to adult education is not very far advanced. A close look at the substance of tutor training shows that it is chiefly composed either of empirical formulae and the accumulated experience of tutors or of borrowings from various university disciplines.

This gives a training which remains either very close to anecdote and recipe or else highly theoretical.

Its distinguishing feature is that it is composed of a jumble of heteroclite, often contradictory, answers tacked on to a question for which they were never intended. The result is a piecemeal form of training.

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Few are the countries in which adult education is regarded as a specific field of study, one which makes it necessary to restructure many areas of knowledge or which is itself capable of producing new knowledge. Few universities have created chairs of "andragogy", a concept which is yet but little recognised.

Elsewhere, the talk of "educational sciences" shows an interdisciplinary approach in which adult education is simply a meeting place, an exercise ground, for a variety of disciplines.

Adult education is a social process and it is true that it stands at the crossroads of many subjects; but it is equally true that it has a specific goal for which it is necessary to produce a special body of knowledge.

This leads us to affirm that any theory not produced directly by or in close association with the tutors themselves will not bring us much further forward educationally.

The result is a major task for tutor training, since it is the tutors who must also take responsibility for producing the body of theory.

3.5 Training establishments:

These are responsible for making known the aim of the education, and they have considerable influence upon its orientation. Their main features obviously reflect those already mentioned.

There are few such places; they are run by staffs composed either of the "grand old men" of adult education, whose aims have a political (or administrative) slant and whose training was workaday experience and militancy, or of research workers, often young, graduates of social science departments and anxious to give a scientific twist to adult education. These are in many cases less interested in the actual development of adult education than in the academic capital they can make out of it (thesis and publications).

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These establishments are going to become rapidly more varied and numerous. They should be responsible for co-ordinating theory and for tutor training, but they should also continue as adult education centres, with a wide range of activities. Otherwise, they will eventually turn into schools, and this is the risk they run by being attached to universities.

In any case, the area in which investment is most urgently required and in which it will make the most difference is the training of those who train tutors.

3.6 Tutors' attitudes towards their training:

Adult education tutors undergoing the various degrees of training display genuinely dynamic demand. The great majority are confronted by problems which they have not been prepared to solve, they are stimulated by the increasing demands of an adult public which is less docile than pupils in the schools (although there have been some changes there, too!), and they are drawn to the social sciences; they quickly become very active in their attitude towards their own training, especially when they are working in an open environment; they then expect their training to help to solve concrete problems, otherwise they see no point in it. Those working in a more academic setting show least interest in training.

In passing I should like to point out two consequences of this situation:

- Teachers who have to divide their time between children and adult publics tend to keep the working style acquired in the most restrictive system, i.e. the school, and to place or keep adult education in a school context.

- The educational system is about to be totally transformed. The practice of teaching will tend to give place to a diversity of educational functions.

  There will then be a very serious problem to face: the retraining of those who are teaching now.

Decisions regarding tutor training policy must take this into account, and guard against training people who the moment their training is over will need to be retrained.

The training instituted in France, for diplôme d'animateur socio-éducatif, would seem to be a step in the right direction.

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Adult education is emerging from its prehistory to become, almost without transition, an integral part of the overall educational system.

One of the many problems involved in this transformation is that of tutor training: what tutors, to teach what and to whom?

All these problems involve political decisions.

In the following sections I shall state my own views in regard to the chief characteristics of the training process, looking at some of the technical effects which the decisions taken will have on the very concrete business of training tutors.

I shall do this in the broad general context of the preparation of tutors as agents of change.

II. AIMS AND METHODS OF TUTOR TRAINING

After this very general outline of the present state of tutor training in Europe, let us see what, in my opinion at least, the dominant features of such training should be.

First I will consider the general aims of training then the methods appropriate to them.

In the third section I shall touch upon the very complicated question of the organisation of training subject-matter.

Underlying all tutor training is a demand by the adult public for instruction, or a social demand.

To train tutors means to enable them to give help, to give them access to ways of overcoming the problems other people experience in learning.

It means enabling them to do this as an occupation.

2.1 The main goals of tutor training

211. Training should prepare people to work as tutors

To be a tutor means to know a particular job, which is learned, like any other job, according to its own rules.

Any approach which proposes a solution in terms of a teaching "art", or a natural teaching "gift" requiring only to be "cultivated", is therefore challenged, as is the even more objectionable appeal to a "vocation". Personality factors are not unimportant, of course; indeed, we shall see that they are an essential and decisive teaching instrument. But like other factors, they are open to professional training.

Even if it does not admit it or preaches the contrary most current practice in fact adheres to this principle.

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212. It should be professional

This does not mean that it should be simply "pedagogical" training, considered "professional", tacked on to "basic" training considered "general".

I should like to give an example of training to show that such distinctions are arbitrary and derive from divisions which have nothing to do with educational problems.

Tutor training is an overall preparation for the performance of specific professional tasks, which also fosters personal development.

It is by becoming aware of this possibility through their own training that tutors can attempt to make something possible for others.

213. It should lead to well-thought-out practice

The tutor is above all a practitioner with a definite job to perform, designed to facilitate a wide range of learning in a specific social context with a view to use.

It is very rare, I have observed, for training to pursue this aim specifically; discourses on training are the rule.

214. It should be a social commitment, and the tutor an agent of change. Teaching can never be neutral, so the tutor will be an agent either of conservation or of change.

The social context (the school and its surrounding environment) plays a decisive part during the learning process.

Tutors must accordingly be ready to give specific attention to this aspect in their current practice.

Every tutor is consciously or unconsciously the agent of a political aim.

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215. It should open the way to educational innovation

Tutors need to be trained to conceive ideas, rather than merely to carry out the ideas of others; by that I mean that adult education is about to, and must, enter upon an evolutionary phase.

This being so, tutors must be able to question present structures and practices and work out something to replace them. This will only be possible if training lays considerable emphasis on innovation and experimentation and also on criticism.

216. It should prepare the way for permanent training

As well as direct teaching, the tutor must be capable of training other tutors of "propagating" his own training.

Considering the growing number of people involved, in various ways, in teaching and training, it is clear that they could not all be given a systematic training if only the specialised establishments offered it. (The principle will become general, moreover: everyone will be required to pass on part of the training he has received.)

Similarly, tutors should be capable of devising learning systems and strategies which make permanent training possible.

217. It should lead to active research and educational experimentation

These are essential, particularly with reference to the need for training of tutors, to be achieved partly by means of these same activities.

Research and experimentation are also necessary in order to avoid the theory-practice schism, which would greatly impede the development of new educational methods.

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218. It should lead to a methodology of personal development

All forms of education should be capable of being viewed as a process leading to the development of the whole person, without singling out any of its varied aspects. The separate types of teaching which result from the schisms between general, vocational and liberal educations, for instance, should be reconsidered. The education of an individual must not be restricted by such distinctions, which are accentuated by the specialisation they produce in the teaching profession and the school system.

Teaching should be the result of any demand for some specific instruction, and should meet that demand without becoming confined within it; every opportunity for teaching should be an opportunity for personal development.

There are indeed serious obstacles to this approach; they are connected with division of labour so cannot be brushed aside.

Nevertheless, training can tackle some of the difficulties, such as the unpreparedness of tutors to give technical expression to such aims.

219. It should lay the foundations for redeployment of tutors

- One of the problems of tutor training is that it must at one and the same time train people to work under the present educational system and also prepare them for new practices and types of work, in other words for change in the nature of the educational process.

- They must also be prepared for change to a different type of work. The nature of teaching, the constraints it places upon tutors, the need for mobility and constant adjustment to new situations and audiences will in adult education be such that people are unlikely to be able to remain in this job throughout their working lives. Tutor training should bear this in mind from the outset.

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2.2 Elements of a methodology for tutor training

The main task facing those responsible for tutor training is to devise a method of training which will enable the tutors to achieve the aims attaching to their job.

I have said that in my opinion relatively little real tutor training is taking place at present. The reason for this is that, from the very beginning, there is no link between the goals of training and the teaching arrangements made to achieve them: in other words, the fundamental laws of apprenticeship are rarely observed.

The aspects of methodology discussed hereafter are conceived strictly in terms of the aims listed above.

221. Tutors at work have an observable tendency to reproduce their training exactly as it took place. The first principle of methodology we derive from this, therefore, is that their training should resemble what we want adult education to be.

First of all, tutors reproduce the structure of their training, its implicit model, instead of doing what they were advised to do.

An important consequence of this is that tutor training should itself be a process of adult education in which all the principles of this type of education receive concrete application.

In other words, the tutor himself receives tuition, and his criticism of the situation in which he finds himself forms the basis of his training as a tutor.

To use an image, I would say that tutor training should be "two-track", entailing simultaneously direct involvement in learning and detached criticism of that learning.

In view of the complexity and importance of the process, I do not conceive of tutor training otherwise than as directed by a plural leadership, in other words by a training group or team.

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222. Without this, training becomes conditioning.

This happens whenever theory and practice are dissociated even if they alternate with each other and are not a response to the analytical process described.

There must be detachment from the trainer, the group being trained and the institutional framework of the training. This detachment must highlight all the phenomena at work in the training situation, and must do so, let me repeat, from a standpoint of direct personal involvement.

This amounts to saying that the group being trained takes itself as its subject of study; its training process becomes its centre of interest.

The same process of analysis should be applied to the social context in which the tutor will subsequently be working. this can be achieved by direct involvement (diagnosis-courses) or, failing that, by simulation. Institution analysis will be used here, with the training staff playing the part of analysts.

223. If we say that tutor training is first and foremost a matter of well-thought-out practice, this means that in our approach the tutor is not simply a word, an intermediary between knowledge and "pupils". Whether he likes it or not, his entire personality is a decisive educational instrument. The practice, for him, consists essentially in knowing how to master that instrument so that he can use it in achieving specific educational goals.

All knowledge imparted, all methods inculcated, all alternations of theory and practice are secondary to this approach, without which, in my opinion, there can be no tutor training.

224. This leads to another methodological consideration: tutor training should be a process of production, in which the trainees produce their own learning.

Such an approach is a change from the conventional organisation of a teaching group around the master-pupil relationship.

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Those being trained organise themselves to have direct access to knowledge as far as possible. They no longer wait passively for it to be conveyed to them by the "master" in an unfamiliar form.

Their active role is continually to define and redefine the aims, content, methods and rhythm of training. In so doing, they will draw on numerous sources of information, including the teacher.

This approach attaches great importance to reciprocal education, by which the entire group benefits from the individual knowledge and skills of each member, and individual experiences are critically compared.

This is only possible when accompanied by a system of continuous self-assessment.

The role of the training staff here is to provide technical assistance.

The grave error of thinking that it is possible to teach something to someone will be systematically demonstrated. Bringing and conveying knowledge do nothing to solve the problem of learning. All they do is make information available; its acquisition is the work of a person learning at his own speed, with his own difficulties. It is not the teacher's work.

225. To train tutors means to enable them to construct a coherent and independent teaching plan, on which they can base individual teaching activities which will in turn nourish and modify the original plan.

One of the main objects of the next section is to make such a plan possible.

An excellent way of achieving this is to make the teaching plan on which tutor training is based an object of analysis.

This means the training staff should systematically disclose their teaching methods, should state and subject to analysis the reasons for choosing them and should explain the theoretical grounds (or lack thereof) for what they do.

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They will thereby assist the learning process considerably, including their own.

They cannot act as though there were a set body of theory to hand on. There is no object called "adult education" needing only to be sliced and administered in programme form.

There is no fixed body of knowledge in this field, nor can there be at the present stage.

226. Adult education is not simply an extension to a different section of the population of children's education, as now practised. It is a different way of treating educational problems.

For this reason, tutor training should begin by attacking the assumptions of future tutors for whom, as for nearly everyone else, educating is synonomous with teaching.

The first object, therefore, is to begin a process of modifying the educational intent of the future tutors.

227. To use another image, I would say that tutor training should follow a spiral motion.

The methodological approach aims at totality from the start: that is, all the basic concepts of educational practice are introduced at once, not in order and according to the steps of a programme.

Immediately upon beginning their training future tutors find themselves plunged in very real terms into an overall situation.

As I said before, there is no better way for such a group to progress than by treating itself as a focus of pedagogical interest. For this approach it is necessary that all the major concepts in educational practice should be presented at once. Later, they can be dealt with in detail and supplemented as the training progresses; such training is constantly turning back upon itself.

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Whereas a mathematical education, for example, may need to follow a logical sequence, the characteristics of tutor training require rather that it follow a dialectical order.

A training programme in which the times and subjects of training are rigidly prescribed and parcelled out according to the academic subjects taught by specialists conflicts with the goal of tutor training.

In a word, this training needs to take place in a permissive institutional framework if it is to satisfy the definition given here.

Present school systems rarely meet this condition, even when designed specifically for adult education.

228. It will now be clear that training in method and practical experience are permanent concerns in the education of tutors. Their nature and speed are governed by overall progress.

They must never be gratuitous, but must always have a concrete object and a functional value in the educational process.

The same is true of the knowledge imparted, which in cases should preferably be built up from the group's own potential. In any case, the learning and the organisation of concepts should derive, where possible, from the group's attitudes, in relation to experience and actual practice.

Methodological facilities should be provided to facilitate the practical use of knowledge and its integration into a body of theory.

229. Tutor training is first and foremost a training in methodology

As we have seen, the role of the tutor as a purveyor of knowledge is slight.

His effectiveness depends chiefly on his mastery of method, and the knowledge he has to acquire is destined primarily for translation into methodological practice.

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He needs to know specific social contexts, of course, such as the organisation of industry, but this is in order to diagnose the demand for tuition; he needs to know the difficulties of the process of abstraction in order to diagnose the obstacles encountered by a learning individual and then find a means of overcoming them; he needs to know the theory of small groups so that he can lead such groups or train others to lead them.

One could give endless examples.

In current practice, however, we see that training in method, which should be the foundation of the tutor's work, is the most neglected part of training "programmes".

In conclusion, the essential characteristic of tutor training can be said to be methodology.

It is in this area that investment is most urgently required, if tutor training is not to become school-bound.

III. ORGANISATION OF MATERIAL INTO TRAINING UNITS: an example

As I said before, it is not my intention here to present a complete adult education tutor training scheme; this study is far too limited for that.

I shall merely propose one way in which a course might be organised around a centre of interest, the training situation. The learning process will be directed more by the demands of well-thought-out educational practice than by the internal logic of academic subjects.

It must be made very clear that the following organisation of a course in no way dictates the teaching techniques that determine the use made of it. Such techniques may be many.

Remembering that the unique feature of tutor training is that it is methodological, to my mind the most effective methodology, which means the one involving the least wastage of knowledge, is one closely related to actual teaching, with theory and practice, running as closely as possible together to become one. The science of education is above all the practice of education.

Thus the worth of a tutor training scheme cannot be judged by its syllabus alone.

Moreover, this scheme is only the first step (cycle 1) in permanent training.

I have used the term "cycle" to signify that its components form a whole and must be presented in a definite order. The approach, which is dialectical, seeks to be at once total and provisional.

It is total in that it introduces at the outset the largest possible number of concepts relating to teaching practice, in order that tutors may begin immediately to construct a coherent teaching plan. This should lead to easier comprehension and use of what is learned.

The aim will be to transcend the interdisciplinary approach by reorganising or, possibly, transforming concepts borrowed from other subjects into a conceptual field specific to adult education.

It is provisional because it follows from the previous paragraph that the field of learning to be tackled is very extensive and could not conceivably be fully covered all at once. It will be necessary to come back and go into aspects more deeply.

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The reasons for this approach are primarily pedagogical: it should facilitate the process of tutor training.

The material is divided into units, each of which should be a self-contained whole. Naturally, the value of these sub-groupings is very relative: they simply correspond to the present stage of our own theoretical grasp of practical tutor training and should therefore be regarded with a critical eye.

The duration of training cannot be considered by itself. Tutors must progress in their mastery of practice as far as their time, speed of learning and initial level permit, in relation to what their duties require and to the educational system in which they are working.

To achieve a deschooling of adult education, we must begin by deschooling tutor training. As we have seen, most tutors cannot at present devote much time to their own training, and so the most efficient possible use must be made of what time there is. The information necessary to, or desirable for, their training can be provided to a large extent by self-teaching methods and reading guides.

This scheme has been conceived for adult educators dealing with problems of education in the context of employment. With a few changes in content relating specifically to the production situation, however, I believe most of the units are relevant to any kind of tutor training.

In conclusion, if I have given pride of place in this study to course organisation, it is because the great majority of tutor training schemes consulted neglect it entirely, whereas I believe it is essential, in the same way as methodology.

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ORGANISATION OF COURSE INTO TRAINING UNITS

1. The demand: Introduction to the study of production situations and analysis of demands and "needs" for education.
2. Analysis of subject matter and teaching plan.
3. Reception of information and conditions of its communication.
4. Learning situation and group.
5. Knowledge, learning and goals of education.
6-7. Cognitive dominant and educational practice.
8. Problem study and intellectual work.
9-10. Affective dominant and educational practice.
11. Psychomotor dominant and vocational training.
12. Master-pupil relationship in the educational establishment.
13. Personal development and social change.
14. Assessment and permanent education.
15. Institutional teaching and institution analysis.
16. Synthesis unit: "model" for structural analysis of learning situations.

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THE DEMAND:

INTRODUCTION TO THE STUDY OF PRODUCTION SITUATIONS AND ANALYSIS OF DEMANDS AND "NEEDS" FOR EDUCATION

After a period of introduction to the entire undertaking, the educational practice cycle begins with a unit on demands for education, often too hastily called "needs", and the place where such demands are expressed: in this case in industry.

This approach is designed to make it particularly clear that:

- the problems tutors must face arise from specific situations and are largely determined by them;
- their expression cannot be seen as anything more than a "point of view". The demands or "needs" expressed must be treated only as indications or signs; they must be interpreted before they can be met;
- no overall educational response can be devised until as objective as possible a study of the production situation and an analysis of the demand have been made.

I would also emphasise that the production situation is not external to the training situation, that therefore the problem does not arise only in terms of before (analysis of "needs") and after (preparation of follow-up), but that "in the minds of the learners" this "external" situation forms a real part of the process of learning; moreover, in the interests of educational effectiveness, the tutor must know how to make it present at all times.

Every tutor must therefore be familiar with these problems. As it is impossible for him to know every detail of the whole possible range of production situations, he must acquire a method that will enable him to deal with any contingency.

Those are the considerations to which this unit should give expression in the teaching plan.

The unit should also introduce instruments with which tutors can immediately begin to put the principles into practice.

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Introductions to the following subjects should be included:

- the organisation of industry;
- production situations and socio-technical systems;
- occupation systems analysis and job studies;
- the notions of social demand or training "needs".

The following methodological problems will also be introduced:

- analysis of subject matter;
- problems of information collection.

This unit should be accompanied and followed by a piece of practical work on a real-life scale if possible: analysis of small socio-technical complexes, study of simple functions ...

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ANALYSIS OF SUBJECT MATTER AND TEACHING PLAN

This unit is placed here because it is a prerequisite for the achievement of the goals of the previous unit, and also because it introduces questions of theory and method which have to be kept in mind throughout the cycle.

The main objects of this unit are the following:

- To treat "social factors" more accurately, discouraging the illusion of instant knowledge in this field. As "social factors" are "constructed", not "given" an attempt will be made to show the means and conditions for their analysis, and to demonstrate that the "analyst" is part of the analytical process and cannot be neutral. The analysis of training demand, the study of production situations, etc. are only instances of the general problem to be tackled;

- To reiterate that the transition from the production to the training situation is not a mechanical one: the "needs" expressed, the training demand, do not lead automatically to the educational programme. Observing "needs", analysing demand and then translating the information compiled and interpreted into educational terms is a necessary step in determining the nature of the educational response.

  This "transition" will be studied mainly from a theoretical and methodological point of view.

- To lay emphasis on the conditions of subject matter analysis, showing that, for the "translation" to be faithful, the analysis must be made from a pre-existing teaching plan, which will furnish the educational language into which the material analysed will be translated.

  Thus another object of the unit will be to show that this methodological step, the "transition" mentioned above, assumes the prior existence of the teaching plan.

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From the viewpoint of formal logic, we are here faced with an impossibility, since for phase 1 of the teaching process to succeed assumes the prior existence of the teaching plan whose construction is the chief object of the cycle.

At this stage of the work, analysis can only reproduce the tutor's teaching plan in its original, subjective state. This explains why tutors and organisers nearly always find the same "needs" in their adult audiences: the educational responses were already present in their minds when they began to analyse "needs", so that they have only gone through the motions.

The contradiction is unavoidable. The undertaking is necessarily dialectical: that is the law of any true formative process.

These aims are to be attained by bringing in new knowledge through a thematic, symptomatic and clinical analysis of the material and by supporting exercises related to learning problems, especially those revealed during practical work in unit 1.

Some of this material can be dealt with in self-teaching projects. It would be desirable here to introduce some notion of linguistics.

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RECEPTION OF INFORMATION AND CONDITIONS OF ITS COMMUNICATION

The general considerations relating to the unit on subject matter analysis are equally relevant here.

The third unit will focus mainly on the reception of information and, through it, the various processes at work will be introduced, with emphasis on the decisive role played by the agent of reception.

Thereby the theoretical material introduced in the subject matter analysis unit will find practical application.

The following will be introduced:

- the situation and relationship of communication (individual and in groups);
- information reception techniques and their suitability to the purpose.

There will be both general and analytical practice in:

- adopting a given attitude system,
- listening and diffuse attention,
- memorising and continuous diagnosis processes,
- diagnosis of own scheme of reference and projection phenomena (underlying personality and ideological system).

This unit gives an indirect introduction to the pedagogical relationship.

Learning problems, as far as possible those already dealt with in units 1 and 2, will provide the basis for practical work.

Whatever elements of psychology are necessary to an understanding of the nature of this problem will be presented.

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LEARNING SITUATION AND GROUP

1. Presentation of a model for structural analysis of learning situations

At this point all the remaining units of the cycle will be introduced, so that variables artificially isolated for the purposes of course organisation can be seen in relation to each other. This will be done by means of a very schematic model of learning situations; this model, which will subsequently be the subject of a synthesis unit, should provide a framework for the dialectical organisation of the material for the whole cycle.

It will be referred to throughout the cycle.

In this introduction special emphasis will be laid on the influence of the institutional situation on educational practice, so that the teaching plan shall reflect that situation.

2. The group in the learning process

The next subject of study will be one of the variables of the situation, the group being tutored:

- the "theory" of small groups will be introduced, at the same time as the study of its ideological foundations;
- students will gain practice in guiding a group.

Through the exercises they will acquire skill in recognising group phenomena, by setting up and analysing situations:

- of "ex cathedra" discourse,
- of problem study,
- of attitude change.

One of the aims will be to create awareness of the variations in group phenomena, depending on the nature of the work, and to bring out the idea of involvement, or mobilisation of the whole personality, which is a major element in any learning process.

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Another aim will be to give practice in the presentation of educational sequences. If possible, the videotape recorder will be used for greater objectivity.

Together with this experience of group work, an introduction will be given to the characteristics of adults when learning and their effects on educational practice. Practical exercises in the group will be on themes involving setting up or solving these problems.

The question of the social determinants of education will be dealt with here.

Where possible the subject matter of this unit will be handled in self-teaching material; the unit itself will remain focussed on a demonstration of group phenomena and study of the characteristics of the learning audience.

At the same time there will be direct observation, televised if possible, of learning groups and classes.

For such a purpose as this television should have a particularly important role to play.

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KNOWLEDGE, LEARNING AND GOALS OF EDUCATION

The formulation of the educational response depends to a great extent on preciseness and relevance in the goals to be achieved: what knowledge is to be acquired, and for what purpose?

Only when these have been made clear will it be possible to provide satisfactory answers.

The analysis of demand furnished indications regarding the main lines of education, the overall goals (1). These must now be refined and translated into goals for action.

This unit deals with the classification of goals, with taxonomy.

But to achieve this, the following questions must be elucidated:

1. What is learning?

   - Is it a monolithic concept, or are there different types of learning? If so, the different types should be reflected in the aims of education.

   - What is the nature of the "compartmentalisation" effected in our educational systems (division of labour and of learning)?

2. How do people learn?

   - Present state of knowledge about personal "development".

   - Contributions to educational practice by theories of learning and sociology of knowledge.

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(1) The decisive role of the teaching plan in this connection can only be truly appreciated at the end of the cycle.

3. Learning and ideology: problems of classification.

The objects of education will be classified according to:

- cognitive (units 6, 7, 8), affective (units 9, 10) and psychomotor (unit 11) dominants;

- dominants related to personal development (unit 13).

The distinction between educative goals and teaching plan will be made here.

Material will, wherever possible, be treated through self-teaching projects; this unit will provide opportunities for pooling of information through lecture-discussions, the clarification of problems and the relating of them to practices.

Case studies will be made on the goals of the current training; projects will be prepared.

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COGNITIVE DOMINANT AND EDUCATIONAL PRACTICE

The next two units entail a deeper investigation of what I have called the cognitive or "intellectual" dominant.

This will be done by an approach to the particular problems of learning in the technological, technical and scientific fields.

The investigation will begin with the concept of intellectual activity and the question: What is the significance of such common assertions as "gifted" or"not gifted" for mathematics, "has no sense of abstraction", "of average intelligence", "has no memory", etc.

The present state of knowledge in this field will be summarised. With regard to intellectual activity:

- Has it a seat? Is it the brain?
- How does it "function"?
- What is intelligence: an innate faculty, something acquired, a myth?
- Can intelligence be measured?
- Can intellectual activity be developed?
- What are the social and psychoanalytic determinants of intelligence?

The next subject of study will be the cultivation of the "scientific mind":

- Modes of thought of industrial and "traditional" societies; scientific thinking and magical thinking. Validity of these concepts.
- The "scientific mind" and obstacles to its cultivation. Assumptions, concept formation.

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Lastly, the effects of these theoretical considerations on educational practice will be examined.

- Assimilation and loss of technical and scientific knowledge;
- Diagnosis of the level and nature of learning in this field;
- Significance for subject organisation (programming) and grouping (centre of interest - technical object);
- Liaison with other aspects;
- Classification of goals.

The group will be placed in an actual learning situation related to a subject of this kind, so that it can grasp the phenomena through direct personal experience.

What I have called "focussing on the cognitive dynamics" of individuals or groups in learning situations will be developed. The material taught will be derived from these situations.

Most material should be dealt with through self-teaching projects, so that tutorial sessions can concentrate on the formation of concepts derived from practice.

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PROBLEM STUDY AND INTELLECTUAL WORK

The main goal of this unit is to give group members very concrete experience in:

1. - identifying the specific problems encountered by a group studying a given problem;

   - enabling each member to see his own difficulties, especially mainly cognitive ones;

   - recognising ideological processes in the intellectual activity performed;

2. - suggesting problems for study and examining the "operations" involved; acquiring familiarity with analytical techniques for these operations;

3. - learning to guide a group studying a specific problem: formal logic, dialectical logic; heuristics, brain-storming.

At this point in the cycle can begin the study of the technical object, as the best possible training support.

This aspect will constantly be related to the educational practice of group members.

Problem study and decision-making in industrial organisations can be introduced; this would provide an opportunity for additional material on the sociology of organisations.

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AFFECTIVE DOMINANT AND EDUCATIONAL PRACTICE

The object of these two units is to see what pedagogical problems arise when an educational goal implies personality changes.

The question of "underlying personality" has already been discussed with reference to material analysis, communication and group behaviour; here it will be approached from a more directly pedagogical angle.

1. By way of introduction, the group should be reminded that any training is a total process: the affective dominant will then be isolated, with a view to distinguishing what is relevant to education and what is not:

   - consideration of normal and pathological states;
   - goals of psychoanalysis, psychotherapy, pedagogy;
   - institutional therapy and institutional education.

   What is the connection between all these?

   What are the limits of the pedagogical sphere?

2. Classification of goals with reference to the affective sphere.

3. Attitude systems and ideological systems.

4. Descriptive repertory of educational means of achieving these goals:

   - active methods;
   - psycho-social methods;
   - devising of ideal systems;
   - role-play

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5. Practice in the use of these techniques, especially "focussing on the affective dynamics" of learning individuals and groups.

In these units the point will be made that teaching seldom has such aims, and when it does the means it employs are inadequate.

The limitations, subject matter and ideological functions of such approaches will be mainly covered by self-teaching projects.

Participation in a group dynamics or psychodrama experiment can be allied with this unit.

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UNIT 11

PSYCHOMOTOR DOMINANT AND VOCATIONAL TRAINING

This question will be approached through the study of training for a manual trade, as it still very often is in adult vocational training systems. I am not suggesting that the psychomotor dimension is all there is to this type of training, but it still has a large place in it.

The "theoretical" basis of this form of learning will be examined in relation to the accompanying evolution of labour, industrial systems and social relations. The effects of division of labour on such a training system will be studied and, lastly, contemporary developments.

The more specifically pedagogical aspects of vocational training - trends in training methods - will also be considered:

- pedagogical components particularly in a historical perspective (Carrard method);
- ideological components: effects of division of labour on the training system;
- lastly, current transformations, e.g. the change from "narrow" to "open" vocational training, in which every course of training leads to immediate proficiency in a trade while at the same time laying the foundations for continued training with a view to the job changes that are probable.

In addition to providing a more direct knowledge of vocational training systems, this unit should consider, in outline, how they can be modernised: to that end, conditions for training with a comprehensive or total orientation (closing of the gap between vocational and general education, and pedagogy of the technical object) should be studied.

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The unit should also look at the following problems:

- occupational networks, occupational families and polyvalence;
- vocational certificates by unit-credit system;
- vocational "pre-training" and functional literacy;
- redeployment.

This unit should be accompanied by the active observation of vocational training practices and, if possible, periods of practical work on machine-tools.

Exercises in the study of jobs and functions should be resumed (cf. unit 1).

An initial synthesis of contributions to theories of learning could be made at this point.

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MASTER-PUPIL RELATIONSHIP IN THE EDUCATIONAL ESTABLISHMENT

Several of the topics relating to theory and method dealt with in previous units will be discussed again here in the light of the master-pupil relationship.

The special aims of this unit are the following:

- to give deeper understanding of the relationship, showing its function in the training process, in particular its ideological overtones;
- to give tutors an opportunity for exchanges relating to the specific problems each has to face in this relationship: "Balint Group" analysis;
- to gain practice in the critical observation of training sessions, with the help of television if possible (retransmission of a session with simultaneous criticism, then feedback and discussion).

The important role of the tutor's person in the learning process should be demonstrated here: he is a decisive factor, not only by what he says, but by his behaviour: his personality is an essential instrument in the training process.

At the same time, however, all the ambiguities and limitations of his role should be made clear: by over-insisting on the importance of the master-pupil relationship, the importance of the institutional framework which conditions it may be obscured.

This will be one of the aims of the unit on institutional teaching and institution analysis.

The present unit should be primarily analytical and the problems should as far as possible be considered in real situations. It should facilitate self-diagnosis and also enable tutors to acquire better self-mastery and subordinate their actions to specific teaching goals.

Units 3 and 12 are continuous.

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PERSONAL DEVELOPMENT AND SOCIAL CHANGE

These concepts are brought in at this point because they are the two essential elements of the teaching plan which should, in my opinion, serve as a basis for adult education and consequently for tutor training.

The main subject here will be the problems which personal development creates for the teacher, they will be approached by making a synthesis of what was studied in previous units and outlining the links with institutional teaching, all in the wider context of social change.

The strategies and dominant forces in personal development will be introduced and their limits indicated.

This will be the moment to return to the theories and social determinants of personality: genetic, clinical, Marxist approaches.

Special attention will be paid to the teaching problems posed by one of the main aspects of personal development: expression.

In this connection I should like to break with the customary treatment of problems of expression in schools by:

- reducing the importance of its function as transmitter of a cultural past, too often cut off from the realities facing adults;

- relating the problems directly to the analysis of contemporary living situations and their transformation.

I suggest that the point of departure for this should be presentation of one of the attempts to work out specifically "androgogical" practice consistent with the plan defined here: the "mental training" method (1).

The work being done on active teaching methods will be studied in greater detail in this connection.

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(1) Cf. Peuple et Culture.

There will be practice in the preparation and conduct of integrated cycles - i.e. those cycles which are pedagogically organised with a conscious eye to the goal of personal development, beyond any particular form of training.

Lastly, this could be the place for an initial synthesis of the elements of methodological training previously discussed.

In conclusion, the ideas of change, resistance to change, agent of change and socio-pedagogical intervention will be covered briefly, bearing in mind that these form the substance of a Second Cycle.

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UNIT 14

ASSESSMENT AND PERMANENT EDUCATION

The objects of this unit are as follows:

1. Synthesis of assessment procedures in an educational process

Assessment is not specifically treated in this unit, but will have been referred to throughout the cycle in direct relation to each separate problem of educational practice, e.g. assessment and "needs", dominants of learning, pupil-master relationship.

Actual experience in assessment will have been gained during the cycle; here, the material will be put in order.

2. Analysis of experience

In "Balint Groups" tutors will exchange experiences in this field, less at the technical level than at that of direct experience: resistance to assessment and self-assessment, connections between assessment and the educational institution.

Here it will become clear to what extent changes in assessment practice are linked with those in the master-pupil relationship, the relationship to the institution, and in society as a whole.

3. Permanent assessment of learning, examinations and selection

One of the key factors in any change in educational practice will be discussed: examinations, or achievement assessment. With the problem of selection, a political aspect is approached.

4. With the problem of "follow-up" of learning, the idea of permanent education will be introduced, particularly permanent education in the industrial organisation, bearing in mind that this is the subject of a separate Cycle (Cycle 2I).

The permanent training of adults will be widened to permanent education.

For this unit it would be desirable to produce models of assessment exercises, in order to amplify and enrich each tutor's practice.

Here, as on every other possible occasion, informative material should be treated in self-teaching projects.

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INSTITUTIONAL TEACHING AND INSTITUTION ANALYSIS

1. This entails closer examination of the institutional practices employed throughout the cycle in order to clarify the approach to Institutional Teaching.

The conditions of and hindrances to self-direction in adult education will be emphasised.

Although their attitude towards such a plan is still ambivalent, I assume that adult audiences will increasingly insist upon it as one of the specific characteristics of their training.

But then we come up against the typical restraints of the social context in which such a plan will be incorporated. The group will examine its application to learning situations in which the tutors are directly concerned.

2. The difference between institutional teaching and institution analysis will have to be made clear.

This will lead to discussion of institution analysis:

- A number of theoretical instruments for such analysis will be introduced, based on case studies and, more especially, on the educational practice of tutors.

- Tutors will be introduced to the question of the "institutor" agent, so that they may pay attention to the various "analysers" of the institution.

- "Educational technologies" will be put in perspective the relative nature of "teaching techniques" will be made clear (institution analysis is an "intervening project", not a technique).

The following main concepts could be covered:

- the concept of "institution" (historical approach);

- the institutor/instituted relationship;

- institutional transference and counter-transference;

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- membership group and reference group;

- institutional implication and institutional distance;

- field of intervention and field of analysis;

- intervention: demand and command.

For teaching purposes situations will be devised for analysis with the help of the above concepts. The situations will be of two types:

- chiefly cognitive (case study, diagnosis of speech, analysis of practices other than those of persons in the situation);

- chiefly clinical (function of the institution of tutor training seminars, tutors and the institution, various relations to pedagogical learning).

This Unit will revert to the Socio-Educational Intervention project as one practical response to the problems discussed here.

In addition to its possible immediate benefits in terms of educational practice, this unit should also demonstrate the nature and significance of the present unrest throughout education in every part of the world.

SYNTHESIS UNIT:

"MODEL" FOR STRUCTURAL ANALYSIS

OF LEARNING SITUATIONS

The main object of this unit is to organise the entire body of variables covered during the cycle, in order to show the many ways in which they relate to one another and their fundamental interdependence.

The learning situation should be the organising principle. It is most important that an effort should be made to create a coherent whole, even if not definitive, out of the material covered. The practical usefulness of what has been learned, and thus the effectiveness of the tutor training, will be very closely determined by the degree of coherence.

There will be practice in applying the "model", in order to assist in the assimilation of knowledge and its subsequent use.

Projects such as the following will also be carried out:

- Complete preparation of a new scheme of training;
- Diagnosis of a course in progress with a view to redirection;
- Preparation of advanced training courses for tutors;
- Preparation of total assessment of a course, etc...

As part of this work a synthesis of teaching techniques and aids can be made.

The many points not dealt with in the cycle will also be mentioned, and possible ways of handling them explored: this will provide guidelines for a second cycle.

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The general goals which should be achieved during this cycle may now be recalled:

- a teaching plan embracing all human experience;
- understanding of all the elements of which educational practice is composed;
- their usefulness in diagnosis and construction of all-embracing teaching progressions.
- improved practical mastery in all the fields covered;
- increased possibilities for theoretical and practical innovation in teaching;
- recognition of the limits of such teaching;
- increased capacity for defining the nature and priorities of continuous self-teaching.

This Cycle is plainly incomplete. It does no more than indicate an approach to the problems. The technologies of training, administration and management, programming, literacy, documentation, experimentation, research, etc. are only touched upon very indirectly. More comprehensive approaches, such as socio-pedagogical intervention, socio-cultural activation or community development, are scarcely mentioned.

They will be more fully treated in subsequent cycles or specialised seminars.

Partly by means of this example I have tried to suggest a foundation for a system of permanent tutor training composed of flexible units which can be combined in many ways, can cover varying periods of time and can relate to different levels of training.

A system of this type should avoid the pitfalls of "piecemeal" training and be directly linked to the practice of some occupation. But that is another project!

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Without offering any conclusions, I wish to say once again that the suggestions put forward in this study are by no means absolute or final, they merely relate to my present understanding of our practices.

Jean-Joseph SCHEFFKNECHT

January 1 9 7 1

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APR 24 1973
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